

# Accommodation Awareness

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Today's Meeting <https://todaysmeet.com/Accommodation>

## Resources

[Principals' Meeting PowerPoint](#)

[Accommodations Quick Look](#)

[Supplemental Aid Examples](#)

[TEA Accommodations Triangle](#)

[Need Training?](#)

## Are accommodations used on your campus?

- Identify who is eligible for accommodations on your campus.
- Determine if this number is an accurate reflection for your campus.
- Determine if your IAT, LPAC, Section 504, and ARD team understand the impact of accommodation use and clearly understand eligibility criteria.
- Hold your team accountable for using accommodations during instruction and during all assessment (i.e. not just the STAAR).
- Increase accountability of the student for using available accommodations.

**Type 1** Accommodations are determined by IAT, LPAC, Section 504, and ARD teams.

**Type 2** Accommodations require an Online Accommodation Request Form submitted to TEA.

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## Supplemental Aids:

Supplemental aids help make abstract content concrete, assist in making invisible concepts visible. Supplemental aids serve as tools to help students remember "what" has been taught and "how" to recall information.



## Oral Administration (OA)

Methods of OA include partial and complete oral administration in math, science and social studies as well as reading multiple choice questions and answers stems on reading assessments. Online OA is now available at [www.tea.state.tx.us/student.assessment/SOA](http://www.tea.state.tx.us/student.assessment/SOA).

## Spell checker

Spell checkers could come in the form of a frequently misspelled word list, a pocket speller, predicted spelling through a word processor, text to speech software, speech to text software.

## Individualized Structured Reminders

This new support for 2013-2014 includes: paper clipping or applying adhesive notes used to divide test into sections, more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures, structured reminders that are part of a behavior plan, personal timer or clock set to remind a student to move on to the next question, page, or section or to remind a student to stop at pre established times during the test, index cards that have handwritten or color-coded reminders to continue working.

## Math Manipulatives

Tangible mathematical representations could include: real or play money (both heads and tails), clocks (with or without numbers shown on clock face), base-ten blocks, various types of counters (e.g., two-sided chips, blocks, beans), algebra tiles; the tiles should NOT contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces may be labeled to show each individual fraction, but they should NOT show equivalencies (e.g.,  $1/2 = 2/4 = 0.5 = 50\%$ ) or the cumulative sequence (e.g.,  $1/4, 2/4, 3/4, 4/4$ ), geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but NOT in both forms; the figures should NOT contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables, translucent (tracing) paper

## Instructional versus Testing Accommodations

Not all accommodations suitable for instruction are allowable during state assessments. State testing accommodation policies should not constrain a teacher's ability to develop individualized materials and techniques to facilitate student learning.

